**Thesis/Claim: 0-1 point**

|  |  |
| --- | --- |
| 0 | 1 |
| States a thesis that does not address all parts of the question, or does not indicate specific arguments. Simply restates the question. | To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. |

**Point 1:**

\_\_\_A) Responds to ALL parts of the prompt rather than merely restating or rephrasing the prompt

\_\_\_B) Is found in the introduction or the conclusion

\_\_\_C) Indicates a specific position that the paper will argue

\_\_\_D) Is historically accurate

**Contextualization: 0-1 point**

|  |  |
| --- | --- |
| 0 | 1 |
| Did not attempt to describe broader historical context or attempts to describe a broader historical context but lacks the specificity to prove content knowledge or is factually incorrect. | To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference. |

**Point 1:**

\_\_ A) Describes a historical phenomenon (broader historical event, process, or trend- think isms) in detail

\_\_ B) Explains how this contextualization impacts the stated thesis

\_\_ C) Is historically accurate

**Evidence beyond the Documents: 0-1 point**

|  |  |
| --- | --- |
| 0 | 1 |
| Offers no analysis of historical examples beyond/outside the documents to support the stated thesis or a relevant argument. | To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization. |

**Point 1:**

\_\_\_A) Summarizes historical examples

\_\_\_B) Explains how the outside examples support the stated thesis

\_\_\_C) Is historically accurate

**Evidence from the Documents: 0-2 points**

|  |  |  |
| --- | --- | --- |
| 0 | 1 | 2 |
| Essay quotes, paraphrases, or just describes the content of the documents or inaccurately uses the content of documents or uses two documents or less. | To earn one point, the response must accurately describe- rather than simply quote- the content from at least three of the documents. | To earn two points, the response must accurately describe- rather than simply quote- the content from at least six documents. In addition, the response must use the content of the documents to support an argument in response to the prompt. |

**Point 1:**

\_\_\_A) Accurately summarizes the main idea of at least 3 documents in own words

\_\_\_B) Explains how the evidence supports the thesis

**Point 2:**

\_\_\_A) Accurately summarizes the main idea of at least 6 documents in own words

\_\_\_B) Explains how the evidence supports the thesis

**Extended Analysis of Documents**

|  |  |
| --- | --- |
| 0 | 1 |
| Essay does not attempt to explain one of the following: Historical context, Intended Audience, Purpose or Point of View for at least three of the documents or attempts to explain one of these categories but in a way that does not support the argument of the essay or is factually inaccurate or incomplete | To earn this point, the response must explain how or why (rather than simply identifying) the document’s point of view, purpose, historical context, or intended audience is relevant to an argument about the prompt for each of the three documents sourced. |

**Point 1:**

\_\_\_A) Explains what the historical context, intended audience, purpose, or point of view is for at least 3 documents

\_\_\_B) Is historically accurate

\_\_\_C) Explains how extended analysis of the documents supports the thesis

|  |  |  |  |  |  |  |  |
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| **DOCUMENT TRACKER:** | **Doc #** | **Doc #** | **Doc #** | **Doc #** | **Doc #** | **Doc #** | **Doc #** |
| **H A P P** | **H A P P** | **H A P P** | **H A P P** | **H A P P** | **H A P P** | **H A P P** |

**Analysis and Reasoning: 0-1 points**

|  |  |
| --- | --- |
| 0 | 1 |
| Essay does not demonstrate a complex understanding of the historical development that is the focus of the prompt or essay does not make a clear argument that supports the thesis throughout the essay. | Demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate qualify, or modify an argument that addresses the question. **This understanding must be part of the argument, not merely a phrase or reference.** |

**Point 1:**

\_\_\_A) Complex analysis is throughout the essay rather than merely a phrase or reference

\_\_\_B) Response demonstrates a complex understandings in one or more of the following ways:

\_\_\_Explaining nuances of an issue by analyzing multiple variables.

\_\_\_Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect

\_\_\_Explaining relevant and insightful connections within and across periods.

\_\_\_Confirming the validity of an argument by corroborating multiple perspectives across themes.

\_\_\_Qualifying or modifying an argument by considering diverse or alternative views or evidence

\_\_\_\_/7

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| --- |
| **Feedback** |